Strategy Lesson Plan

**Time: 48 min.**

**1st-3rd Period**

**Co-Teachers:** Spencer Monson and April Hayes

**TPA Approved Lesson Plan Template**

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| **Relevant MN or National Standards** | | |
| 1. Demonstrates competency in motor skills and movement patterns needed to perform lacrosse.  2. Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities. | | |
| **Desired Results** | | |
| **Co-Teaching: List the co-teaching style you’ll be using and why you have chosen this co-teaching method.**  -Teaming is the main method we have chosen because it is important to students to hear the skills from both instructors. We also both have our strengths within teaching different skills.  -One teaching and one assisting will also be incorporated into this lesson because as students are being instructed by one teacher the other will go around to help with individual work. | **Learning Objective: Key Understanding(s) you intend students to obtain:**  - Students will be able to use skill learned in previous lessons for example, passing, catching, dodging, stick-checking, cradle, defending, face-offs, and rules in tournament. | |
| **Assessment Evidence** | | |
| **What do you want your students to know?**   * Pass a lacrosse ball by stepping toward teammate and moving the stick in a throwing motion. * Give with the ball when a pass is made to them * After catching a pass cradle the ball to prevent the ball from falling out. * The women’s game it started with a draw. * The men’s game is started with a face-off. * 12 players play at a time during a women’s game * 10 players play during a men’s game. * Physical education rules: * 2 or 3 completed passes are required prior to a shot. * No goalies are allowed. * A ball going out of bounds is awarded to the closest player. * If a player covers the ball then they are awarded a free possession of the ball. * Contacting the ball with the hands results in a free possession to the other team, * There is NO physical contact with other players, other than incidental. | **What do you want students to be able to do?**  - Hold the lacrosse stick in order to successfully pass the ball to a teammate by moving their stick similar to a throwing motion.  - Give with the ball when a pass is made to them.  - Cradle when the ball is in their possession by forcefully moving their stick up and down as well as curling their wrist.  - Stick-check their opponent under control and successfully knock the ball out.  - Spin move away from defenders and maintain possession of ball.  - Work as a team to move the ball down the field and score.  - On defense mark an opposing player as a result not allowing them to pass, catch, or score.  - At the start of the game use the two different methods of starting the game. One being a face-off used in the men’s game and the other being a draw used in the women’s game. | |
| **Group Accountability (Formative Evaluation)**  **How will you check to see whether your class has met your learning objectives?**  - Person to person observation  - Demonstrate abilities in tournament.  - Quiz over skills taught and information off the study guide. | **~~Individual Accountability (Summative Evaluation)~~** | |
| **Learning Plan** | | |
| **What key vocabulary/language will students need to know to meet the learning objective?**   * Craddling: the act of moving the stick back and forth to keep the ball in the netting. * Stick-check: controlled tapping of an opponents stick to dislodge the ball. This movement must be from the top down. * Draw: used in the women’s game to start. * Face-off: used in the men’s game to start. * Spin move: a move used to evade a defender. * Mark: defending an opponent. | **How will you teach this key vocabulary to enable students to meet the learning objective?**  Key vocabulary will be used in instruction, on the study guide, then through demonstration and feedback from students. | |
| **What is/are the Essential/Guiding Question(s) for this Lesson? (It should correlate to your learning objective.)**  -How can you use what you learn today about lacrosse/sports/athletics in other aspects of your life?  -Why is it important to be a team player? | **~~How will you differentiate for all the learners~~.** | |
| **Materials Resources Required:**  Lacrosse unit quiz, 35 lacrosse sticks, 6 lacrosse balls, 6 nets, 30 cones, football field. | | |
| **SCHEDULE OF ACTIVITIES** | | |
| **Method/Strategy**  (What will you do? What do you expect students to do? Include set induction and closing.) | | **Time Allotment** |
| Warm-up: In lines behind cones (April) High-knees, 40 jumping jacks, squats, spider-man lunges. | | 3 minutes |
| Announcements: (Spencer) Birthdays, activities of day, reminders. Quiz today! | | 2 minutes |
| Lacrosse Quiz: First person in line grab pencils, last person grab test for everyone in row. Spread out and take quiz. | | 10 minutes |
| Focus of day: (April) Spread out, use the width of the field, and get everyone involved. Call out match-up of the day, field assignments, and jerseys. Then proceed to field. | | 5 minutes |
| Students play game using skills learned and officiating own game. Teachers monitor and step in when necessary. | | 25 minutes |
| Record scores to Ms. Palmer when time is over and out equipment back in correct bins. | | 1 minutes |
| Closure: Reminder last day of Lacrosse tomorrow, Thursday and no school Friday. | | 1 minutes |
| Cool-down: Run back into school and change. | | 5 minutes |